

**School Specialty Math**  
***Think Math, Grades K-2***

**Degree of Evidence regarding the Standards for Mathematical Practice:**

**Moderate Evidence**

**Summary of evidence:**

1. **Make sense of problems and persevere in solving them.** There is moderate evidence of this practice throughout this series. Making sense of problems and persevering in solving problems is well developed and a particular strength of this resource. Evidence of students being expected to explain their thinking was cited and was most prevalent in the section called “Talk Math.” This section encourages students to think about a plan before they try to solve the problem. The reviewers found the use of multiple representations throughout the series including algebraic and concrete representations. Evidence of open-ended questions was found throughout the grade span.
2. **Reason abstractly and quantitatively.** There is limited evidence to support this practice throughout this resource. Evidence was found for students being given opportunities to represent a scenario symbolically, and they are given opportunities to apply the notion of the properties. Evidence to support the development of this practice is mostly found in kindergarten and first grade. Little evidence of this practice is found in second grade.
3. **Construct viable arguments and critique the reasoning of others.** There was limited evidence found of this practice throughout the series. Reviewers found few examples where students were asked to communicate with one another, justify answers, test conjectures, and/or critique others’ reasoning. There is limited evidence of problem solving using non-examples. This standard will be overlooked if teachers do not use the “Math Talk” portion of the lesson found in the Teacher’s Guide.
4. **Model with mathematics.** There is moderate evidence found for this practice, and it is a particular strength in this resource. Reviewers found multiple examples where students are asked to apply mathematics to real-world situations. There is strong evidence of modeling mathematics in this resource. Tools are diverse, and students are given opportunities to select tools or models when solving problems. Little evidence was found for student opportunities to revise results or conclusions.
5. **Use appropriate tools strategically.** There is limited evidence for this practice. Opportunities for students to use tools appropriately and strategically exist within this resource, but the teacher prescribes which tool is to be used during a lesson. The resource provides limited opportunities for students to evaluate tools for strengths or limitations.
6. **Attend to precision.** There was moderate evidence found to support development of this practice in the Kindergarten and Grade 1 samples, but little to no evidence was cited in the Grade 2 samples. In the Kindergarten and Grade 1 materials, reviewers found this practice to be well developed. There is support in the teacher edition for facilitating student development and use of precise communication when writing about and explaining skills. Both teachers and students are encouraged to use appropriate vocabulary throughout the series.
7. **Look for and make use of structure.** There is limited evidence of this practice throughout this series. Prior learning is acknowledged in the “Prior Learning” section in the chapter overviews. Some evidence was found for the use of structure, connections, and identifying patterns, but little evidence was found to support understanding parts of structure and how they apply to the whole.
8. **Look for and express regularity in repeated reasoning.** There is minimal evidence of this practice in the sampled sections of this series. There were few to no examples found of students discovering, understanding, or using short cuts. This practice was found to be particularly weak.